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ABSTRACT

As part of a statewide, structured diffusion plan, inservice training sessions were held for teachers and administrators from many local schools to encourage use of V-TECS (Vocational-Technical Education Consortium of States) competency-based curriculum materials in local schools. Use of other recommended vocational education resources was also facilitated. Project activities focused on maintenance and extension of the 1977 statewide diffusion plan to demonstrate that structured diffusion fosters use of resources and reduces development costs of materials. As a result, sixty-three local schools submitted implementation plans to help teachers develop instructional programs based on V-TECS materials, and over 1900 copies of V-TECS catalogs were delivered to schools. Observation visits identified progress and problems encountered following diffusion efforts. (CP)

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FINAL REPORT

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Vocational Education Resource Diffusion
(Project No. 85-8802)

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85-8802: Vocational Education Resource Diffusion

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Promote utilization of curriculum resources in local vocational education programs through planned training sessions and follow-up activities.

Objectives

1. Facilitate use of V-TECS materials in local schools.
2. Facilitate use of other recommended vocational education resources by local practitioners.
3. Demonstrate that structured diffusion fosters use of vocational education resources.
4. Demonstrate that structured diffusion of vocational education resources reduces product development costs.

Outcomes

1. Twenty-four V-TECS training and information sessions conducted for 688 participants during which 4,260 copies of 37 different items were distributed, explained, and discussed. Sixty-three local schools have submitted Implementation Plans for assisting teachers to develop competency-based instructional programs. 1,954 copies of V-TECS catalogs delivered to schools for local use.
2. Coordinated review of twelve titled documents identified for five program areas. Scheduled duplication and distribution of materials through structured diffusion sessions.
3. Requests for materials following resource utilization sessions and coordinator visits to local schools validate process for encouraging teachers to use resources.
4. Cost of services and materials obtained through projects amount to less expenditure than would be required to develop each of the resources now available and in use at local schools across the state.

Audience

Curriculum materials are available to local schools across the state following training of designated local school curriculum worker and state approval of implementation plan.

Publications and Available Materials

- . V-TECS catalogs and related materials
- . Competency-based curriculum materials
- . Final Report

Vocational Education Resource Diffusion

Objectives

This project supported activities designed to effect some intermediate goals of the BVE long-range plan for the development, implementation, and maintenance of competency-based instruction in vocational education programs.

Specifically, it was proposed that structured diffusion sessions would:

1. Facilitate use of V-TECS (competency-based curriculum) materials in local schools.
2. Facilitate use of other recommended vocational education resources by local practitioners.
3. Demonstrate that structured diffusion fosters use of vocational education resources.
4. Demonstrate that structured diffusion of vocational education resources reduces product development costs.

Diffusion Coordinator goals for 1978-79 appear as Appendix A.

Procedure

The V-TECS Diffusion Plan for Pennsylvania was the basic design employed in preparing vocational educators to utilize V-TECS catalogs and other curriculum resources for competency-based instruction. As seen in the "Schedule" column of this plan (Appendix B), this project was a maintenance and extension of the plan initiated in 1977. In its formative stages, proponents of the plan were fully cognizant that attainment of the goals would require a minimum of four to five years' concentrated effort.

Diffusion of V-TECS Materials (Figure 1) is a flow chart of state and local activities and decision points deemed necessary to assure readiness for involvement, understanding of concepts, and recognition of the long-term benefits, by local school participants. Although participation was not mandated, all program

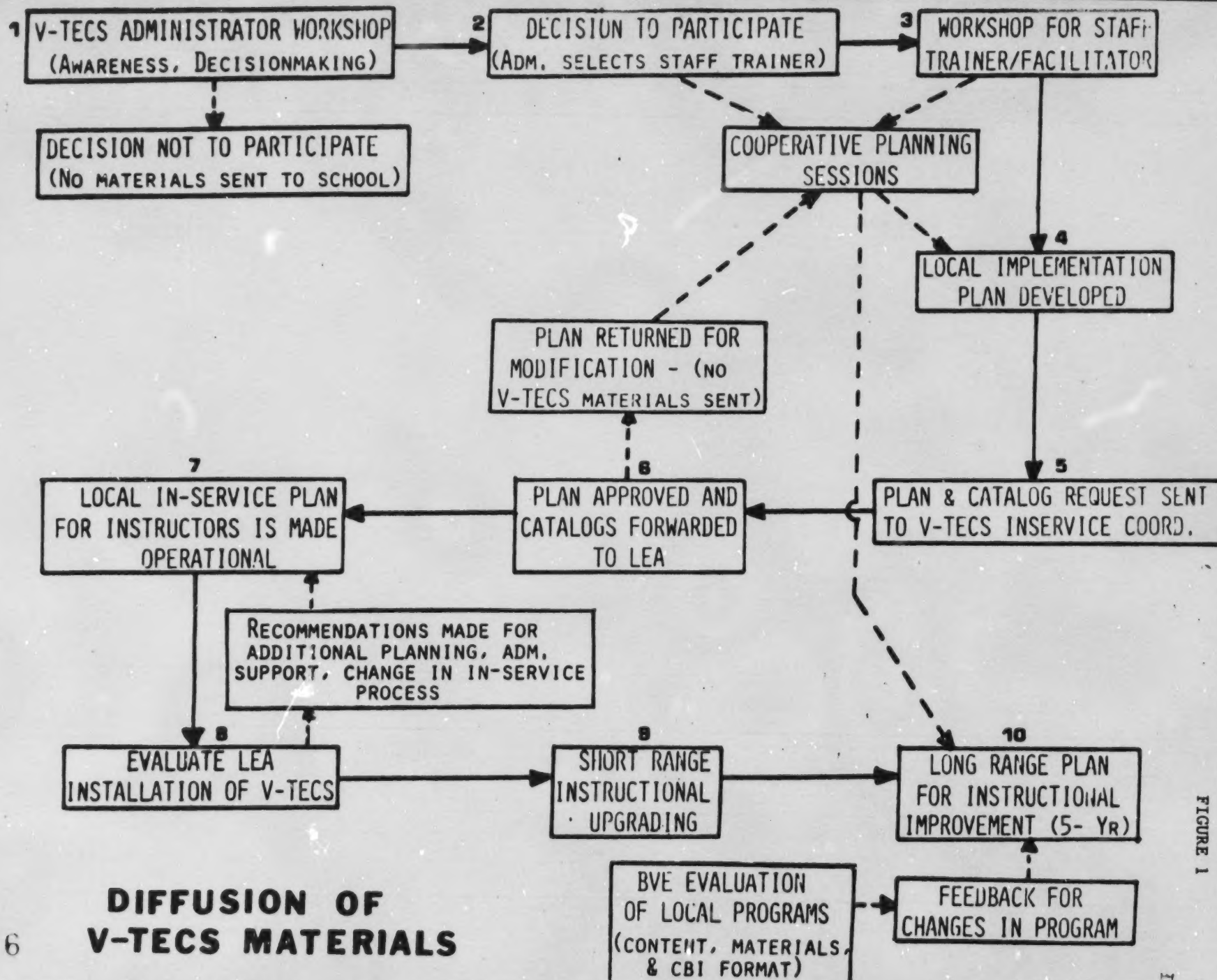


FIGURE 1

administrators were advised that this was the process supported by the state through which they would have free access to V-TECS and other state selected or produced curriculum materials, and to personnel training sessions for their use.

The chronology of this year's activities did not follow the Diffusion flow chart since schools elected to participate at different times. However, the coordinator scheduled specific sessions to accommodate the needs of schools which had deferred participation until a later time. The chronological list of Diffusion Coordinator Activities (Figure 2 on the following page) was sorted to identify types of sessions with appropriate descriptions.

1. Administrator Awareness and Update Sessions

Workshops to provide administrator with information to determine school interest and ability to participate; updates on participant progress and problem solving. (See Appendix C and D for Administrator Commitments and Agenda.)

2. Training Sessions (LEA Process Training)

Personnel identified to assist teachers with development of competency-based instruction received training on techniques to effect LEA Diffusion Activities. (See Appendix E and F for Agenda and Diffusion Activities.)

3. Pilot School Observations (Phase I Participants)

Phase I participant schools had different orientation to V-TECS. Results indicated need for distinctive follow-up to ensure continued progress.

4. Observation Visits (Structured Diffusion Participants)

Visits to identify progress and problems encountered following structured diffusion.

FIGURE 2

VEIN - RESOURCES DIFFUSION
DIFFUSION COORDINATOR ACTIVITIES
1978-1979

<u>DATE</u>	<u>GROUP/PURPOSE OF ACTIVITY</u>	<u>LOCATION</u>	<u># PART</u>	<u>AUDIENCE</u>	<u>TYPE OF SESSION</u>
July 12-14	Chester Co. IU #24/Central Chester AVTS - V-TECS TRAINING SESSION	Millersville St. College	20	Voc. and Sp. Ed. Teachers	(8)
18-19	Eastern Regional Field Staff - V-TECS TRAINING SESSION	Lehigh Co. AVTS	14	Voc. Field Staff	(2)
21	BVE Program Specialists V-TECS TRAINING SESSION	BVE	10	Prog. Spec.	(2)
24	Temple Graduate Course - V-TECS and VEIN AWARENESS SESSION	Temple Univ.	20	Graduate Students	(1)
25-26	Western Regional Field Staff - V-TECS TRAINING SESSION	Holiday Inn Ligonier	14	Voc. Field Staff	(2)
July 30- Aug. 4	IDECC Workshop/ INSTRUCTIONAL MANAGEMENT TRAINING SESSION	Millersville St. College	20	D.E. Teachers and Adm.	(8)
Aug. 8-10	PDE Curriculum Conference/ V-TECS TRAINING SESSION	Shippensburg St. College	36	Vocational Teachers	(2)
11 (a.m.)	FBLA Advisors/V-TECS AWARENESS SESSION	Elizabethtown College	72	Bus. Ed. Teachers	(1)
11 (p.m.)	VAP Meeting/V-TECS VOCATIONAL ADM. UPDATE	Quality Inn, Carlisle	75	Vocational Administrators	(1)
30-31	Central Regional Field Staff - V-TECS TRAINING SESSION	Holiday Inn, Danville	13	Vocational Field Staff	(2)
Sept. 11	IU Staff Meeting/V-TECS AWARENESS SESSION	PDE	6	IU - PDE Staff	(1)

<u>DATE</u>	<u>GROUP/PURPOSE OF ACTIVITY</u>	<u>LOCATION</u>	<u># PART</u>	<u>AUDIENCE</u>	<u>TYPE OF SESSION</u>
Oct 24 (a.m.)	Home Economics Conference V-TECS AWARENESS SESSION	Penn State University	25	Home Econ. Teacher Educators	(1)
24 (p.m.)	Altoona AVTS/V-TECS OBSERVATION VISIT	Altoona			(4)
25	Huntingdon AVTS/V-TECS PILOT SCHOOL OBSERVATION	Huntingdon			(3)
26	Willow St. AVTS/V-TECS PILOT SCHOOL OBSERVATION	Willow St.			(3)
30	Administrative Leadership Coord. Comm./V-TECS AWARENESS/UPDATE SESSION	PDE	8	Teacher Educators	(6)
Nov. 1 (a.m.)	Lackawanna Co. AVTS (South Center)/V-TECS PILOT SCHOOL OBSERVATION	Scranton			(4)
1 (p.m.)	Lackawanna Co. AVTS (North Center)/V-TECS PILOT SCHOOL OBSERVATION	Mayfield			(3)
3	Upper Bucks Co. AVTS/ V-TECS PILOT SCHOOL OBSERVATION	Perkasie			(3)
6	Berks Co. AVTS/V-TECS PILOT SCHOOL OBSERVATION	Leesport			(3)
17	Delaware Co. AVTS (Aston and Marple Schools)/ V-TECS PILOT SCHOOL OBSERVATION	Aston and Marple			(3)
22	Teacher Educators and Administrators/V-TECS AWARENESS/UPDATE SESSION	BVE	11	Center Directors/Staff	(6)
28	Reading-Muhlenburg AVTS/ V-TECS PILOT SCHOOL OBSERVATION				(3)
Dec. 11	Parkway West AVTS/V-TECS OBSERVATION VISIT	Oakdale			(4)
12 (a.m.)	McKeesport AVTS/V-TECS OBSERVATION VISIT	McKeesport			(4)
12 (p.m.)	Clairton High School/ V-TECS OBSERVATION VISIT	Clairton			(4)

DATE	GROUP/PURPOSE OF ACTIVITY	LOCATION	# PART	AUDIENCE	TYPE OF SESSION
Dec. 13 (a.m.)	Central Westmoreland AVTS/ V-TECS OBSERVATION VISIT	New Stanton			(4)
13 (p.m.)	Westmoreland Comm. College V-TECS AWARENESS SESSION	New Stanton	15	Occ. Dean and Staff	(1)
14 (a.m.)	Lawrence Co. AVTS/V-TECS OBSERVATION VISIT	New Castle			(4)
14 (p.m.)	Venango Co. AVTS/V-TECS OBSERVATION VISIT	Oil City			(4)
15	Erie Co. AVTS/V-TECS OBSERVATION VISIT	Erie			(4)
Jan. 9-12* (1979)	Center for Vocational Education/VOC. ED. FIELD AGENT DIFFUSION CONF.	Columbus, Ohio		State Diffusion Coordinators	(9)
31	Swenson Skill Center/ V-TECS AWARENESS SESSION	Philadelphia	85	Voc. Teachers and Adm.	(1)
Feb. 22	Eastern/Central Region Voc. Adm./V-TECS ADM. AWARENESS WORKSHOP	Holiday Inn, Allentown	14	AVTS Adm.	(1)
23	LEA Trainer/Facilitators V-TECS SUPPORT WORKSHOP	Holiday Inn, Allentown	33	LEA Trainers (East/Central)	(5)
Mar. 21 (a.m.)	N. Montco AVTS/V-TECS OBSERVATION VISIT	Lansdale			(4)
21 (p.m.)	Middle Bucks AVTS/V-TECS OBSERVATION VISIT	Jamison			(4)
22 (a.m.)	Eastern Northampton AVTS V-TECS OBSERVATION VISIT	Easton			(4)
22 (p.m.)	Bethlehem AVTS/V-TECS OBSERVATION VISIT	Bethlehem			(4)
23	Western Montco AVTS V-TECS OBSERVATION VISIT	Limerick			(4)
26	LEA Trainer/Facilitators V-TECS SUPPORT WORKSHOP	Holiday Inn, Butler	43	LEA Trainers (West/Central)	(5)
27	Western/Central Region Voc. Adm./V-TECS ADM. AWARENESS WORKSHOP	Holiday Inn, Butler	27	AVTS Adm.	(1)
28	Forbes Road East AVTS/ V-TECS OBSERVATION VISIT	Monroeville			(4)

<u>DATE</u>	<u>GROUP/PURPOSE OF ACTIVITY</u>	<u>LOCATION</u>	<u># PART</u>	<u>AUDIENCE</u>	
Mar. 29	North Westmoreland AVTS/ V-TECS OBSERVATION VISIT and STAFF PRES.	New Kensington	20		(4)
Apr. 18-19	LPN Conference/ V-TECS TRAINING SESSION	State College	44	LPN Instructors	(2)
21	Pa. Bus. Ed. Association Conference/V-TECS AWARENESS SESSION	Philadelphia	60	Bus. Ed. Teachers	(6)
Apr. 30- May 1	LEA Trainers/V-TECS TRAINING WORKSHOP	Holiday Inn, Butler	18	LEA Trainer/ Facilitators	(2)
2	FBLA Conference/V-TECS AWARENESS SESSION	Host Farm, Lancaster	22	Bus. Ed. Teacher Educators	(6)
10-11	LEA Trainers/V-TECS TRAINING WORKSHOP	Treadway Inn, West Chester	16	LEA Trainer/ Facilitators	(2)
16	Health Educators/V-TECS CATALOG REVIEW SESSION	PDE	7	Health Instructors and BVE Staff	(7)
24	Home Economics Educators V-TECS CATALOG REVIEW SESSION	PDE	7	Home Econ. Instructors and BVE Staff	(7)
June 4-6*	CBVE Synergistic Workshop PLANNING WORKSHOP FOR INSTALLATION OF CBVE IN LEA's	Treadway Inn, Grantville		LEA Trainers, Teacher Educators Voc. Adm.	(6)
19-20*	Mid-America Curriculum Consortium/CURRICULUM AND RESOURCE WORKSHOP	Denver		State Curr. Personnel	(9)
25-27	PA Vocational Education Conference Presentations "Gearing Up for CBVE" "V-TECS Update"	Host Farm, Lancaster	65 <u>50</u>	Voc. Teachers and Adm.	(6)
			TOTAL	870	

* - Attended session as a participant.

5. Support Sessions (LEA Trainers)

Review of diffusion process, refinement of techniques, exchanges of information among LEA trainers.

6. Conference Presentations (general awareness and progress report)

General information about expectations for V-TECS, progress of participating schools and plans for future training sessions was presented to foster interest of non-participants and to solicit support from other training agencies.

7. V-TECS Catalog Review Sessions

Persons responsible for developing programs and preparing teachers reviewed new materials to determine compatibility with current requirements and techniques.

8. Special Projects (instructional design and management)

Instruction provided to specific groups on methods and techniques for effecting management and design of competency-based instruction.

9. Coordinator Professional Development

Coordinator attended workshops on diffusion techniques and development process used by consortium of curriculum resource producers.

More specific details on these activities, as they relate to the comprehensive diffusion process, are reported in "Description of Process Commonly Used for Diffusion of Materials." (See Appendix G.)

In addition to the activities described above, the Diffusion Coordinator communicated with administrators and LEA trainers to effect delivery of materials, to collect evaluation data, and to work out problems associated with implementation of resources or local training sessions. The Coordinator had responsibility for duplication of resources and maintaining an adequate supply of resources to accommodate local needs throughout the year.

Interspersed with activities for school personnel and other participating groups were meetings of the RCU, BVE and VEIN resources diffusion planning team. The process was carefully monitored for effect on participants and achievement of stated goals; outcomes were reviewed for possible revisions of process or schedule; new materials were identified as candidates for diffusion; characteristics of different audiences were studied to determine how best to address their needs; and ways to expedite school participation were explored. The Coordinator also contacted personnel in other states who had similar diffusion responsibilities to share training materials and successful practices, and to identify elements in the instructional design process with which teachers would have the greatest difficulty and so need more assistance.

Results

A total of 870 participants attended 25 training and information sessions and received 4,260 copies of 37 different resources (see Appendices H and I).

The V-TECS materials were introduced to a pilot group of 13 schools during the 1977-78 school year. Because their orientation process and training materials differed from those used in 1978-79, reactions of personnel in the pilot group, solicited this year, were tabulated separately. 151 teachers returned questionnaires on the V-TECS catalog components and their usefulness. The summary of responses (see Appendix J) indicates that six parts of the catalogs were more useful to at least 62% of the teachers. In descending order of usefulness, the catalog components were:

Performance Objectives	74%
Task Lists	73%
Criterion Referenced Measures	72%
Duty Lists	70%

Performance Guides	69%
Tool and Equipment Lists	62%

A second questionnaire was used to determine what, if any, effects use of selected catalog components had on Instructional Preparation Time and the Number of Occupational Skills and Competencies Taught, and the degree to which they planned to use these catalog components in the future. Responses by 135 teachers were very similar for each question to all components. The greatest benefit to teacher preparation time were use of the Performance Objectives and Criterion-Referenced Measures. Lists of Duties and Tasks led to an increased number of Skills and Competencies taught, according to 27% of the respondents. Almost 33% indicated they expected to continue use of the Performance Objectives for their instructional planning. It was assumed that the absence of response to matrix items means that many teachers who received catalogs were not presently using them (see Appendix M).

A set of 20 forced-choice statements permitted respondents to express possible concerns about using the V-TECS materials. Although 53% reported they preferred to use other materials, 78% felt V-TECS provided effective support for their instructional programs and 68% were able to vary instruction techniques through use of V-TECS. From 93% to 94% received neither additional compensation nor released time for preparing instructional materials, but 59% reported administrative support for their efforts to develop those materials.

Later in the year, the Diffusion Coordinator visited with the LEA Trainer and teachers in nine pilot schools. Observations, for the most part, verified teacher reactions to the questionnaire. In the absence of School Implementation Plans (not originally required), there was considerable variation in the degree to which teachers used the catalogs. Progress was greatest where the administration had identified teacher training as a major responsibility for the LEA

trainer. It was evident, too, that most of the LEA trainers were deficient in process skills requisite to planning, implementing, managing, and evaluating a curriculum improvement strategy for their schools.

A majority of the interviewed teachers reacted positively to the V-TECS materials, but appeared unable to make effective use of them in their programs. Rejection of the catalogs was attributed to their perception of the amount of paperwork required and the lack of school time to effect it. There persisted the erroneous opinion that V-TECS catalog contents were intended to supplant rather than supplement and facilitate use of previously prepared or selected materials. The ready-to-use format of more traditional materials was cited as a factor in minimizing use of the competency-based resources.

Pilot school teacher reactions and the Coordinator's observation of activity in those schools supported the need to revise materials for the LEA Trainer sessions and to require an Implementation Plan prior to receipt of catalogs for the teachers. This information also confirmed the desirability for identification of nearby resource linkers for the LEA Trainers.

Administrator Awareness workshops had representation from these twenty-six (26) agencies:

- 14 AVTS
- 4 Comprehensive H.S.
- 4 Community Colleges.
- 2 State-operated institutions
- 1 Private H.S.
- 1 Business/Industry

Participant evaluations are reported in Appendix N. The businesslike manner in which information and materials were presented was an obvious influence on administrator reactions. There was strong indication that a majority of the schools were prepared to accept the obligations of V-TECS installation.

As a result of the Administrator Workshops and other V-TECS Information Sessions and presentations, twenty-five (25) agencies designated personnel to attend the V-TECS Trainer/Facilitator Workshops in Butler and West Chester.

- 16 AVTS
- 4 Comprehensive H.S.
- 3 Community Colleges
- 1 Private school
- 1 State-operated institution.

Although none of the 31 participants reported need for more training, many (32%-48%) expressed the need for additional preparation prior to developing an Implementation Plan or guiding teachers through the instructional development process (see Appendix O).

Trainees in workshops during the previous year had expressed similar concerns. This reaction had been anticipated since most of them had little or no experience with planning instructional development strategies for other than themselves. Two Trainer/Facilitator Support Sessions were held for 1977-78 trainees. Those who had made greater progress in effecting teacher use of materials and procedures exhibited and explained successful practices and teacher products. Invariably, obstacles to some were past history to others. Participants expressed the opinion they had gained much more from the sessions than they had contributed (Appendix P).

Another series of Trainer/Facilitator Workshops were conducted for the BVE Harrisburg and Regional staff members. Although these people were not expected to serve local schools as LEA Trainers, this training was provided in anticipation of requests for information and assistance from the LEA Trainers and Administrators. Although there remained concern about their role, subsequent interactions on curriculum and instructional matters with local vocational personnel proved more comfortable since state staff were aware of local activities (see Appendix Q for evaluation).

Throughout the year, activity at the local level increased. Implementation plans were approved for 50 educational agencies.

35	AVTS
8	Comprehensive H.S.
3	Community Colleges
3	Private Schools
1	State-operated Institutions

As previously explained, these schools were then entitled to receive occupational catalogs for teachers whose programs included instruction on those occupations. Significant quantities of catalogs and related materials were distributed to schools statewide.

V-TECS Catalogs	1,954
Duty/Task Lists	2,225
Health Occupations Education Modules (Set 1)	135
Business Education Manuals	
Arizona	550
California	550

Smaller quantities of other documents are reported in Appendix R.

Within six months of receipt of catalogs, Phase II schools (those who elected to participate after the pilot group) were expected to have conducted training sessions and teachers using the catalogs. Trainer/Facilitator feedback was solicited from LEA Trainers in those schools. Forty questionnaires were returned. Responses showed that they had reached varying levels in the local diffusion process and from 1 to 26 teachers. 37.5% of these trainers reported that some of their teachers had met with craft committees to validate the occupational duty/task lists for their geographic areas. Lack of time for inservice and trainer duties was a major concern. A serious problem was teacher inexperience with course and instructional development. (These and other reactions are exhibited in Appendix S.)

Reactions to catalog components were returned by 202 teachers in Phase II schools (Appendix T). Again, the most useful components for teachers were:

Performance Objectives	89%
Duty Lists	86%
Task Lists	86%
Performance Guidelines	84%

It should be noted that the Criterion-Referenced Measures (75%), though ranked higher by Phase II than Pilot School teachers, are less useful than are components, such as:

Definition of Terms	81%
Duty/Task Lists	80% (separate list of duties and tasks)
Instructor Checklists	76%

Fewer teachers are expected to use the CRM component as they gain experience in preparing their own measures, which tend not to be uniform standards among V-TECS consortia member states and individual teachers. The CRM component

will not be part of future catalogs, even though CRMs are necessary in competency-based instruction. Greater use of term definitions could be a sign that LEA Trainers in Phase II Schools understand better the purpose of V-TECS and the process for encouraging integration of traditional resource content and competency-based materials. This notion is supported also by increased usefulness of the Performance Guidelines.

An observation form was designed for Phase II schools which looks for progress in achieving local goals through activities outlined in the Implementation Plan. Fifteen (15) observation visits by the Diffusion Coordinator indicated recurrence of either variable group A or B.

A. Teachers prepared materials based on V-TECS materials

Administrative support was evident

Assigned LEA Trainer time for curriculum activities

Duty/Task List validation by craft committee

B. Little or no teacher use of V-TECS materials

Little or no assigned LEA Trainer time for curriculum activities

Little or no maintenance after local training session

Minimal administrative support for teacher preparation

No teacher scheduled meetings with craft committee

Evidence was insufficient to establish a cause-effect relationship but inferences can be made that the variables within each group are related (see Appendix U).

Conclusions

The Diffusion Coordinator's activities aroused LEA interest in V-TECS and competency-based instruction, delivered training to effect local diffusion of curriculum resources for competency-based instruction development, distributed resources to qualified LEAs, and looked for evidence that information, training, and resources resulted in LEA development of competency-based instruction.

Workshop reactions, questionnaire responses, and observations all give indication that the structured diffusion will produce the desired results of resource utilization, competency-based instruction, and cost reduction with the addition of these elements:

1. A single version of competency-based vocational education for the state which unifies policy, regulations, and program evaluations
2. Sequenced teacher education programs for vocational instructors which prepare them to develop and deliver competency-based instruction
3. Graduate-level programs of instruction for certificated vocational education curriculum specialists
4. Funding support for LEA vocational education curriculum specialists
5. Subsidized inservice programs for LEA curriculum diffusion.

Appendices

- A - 1978-79 Diffusion Coordinator Goals
- B - V-TECS Diffusion Plan for Pennsylvania
- C - Administrator Commitments for Instituting V-TECS
- D - V-TECS Administrator Workshops-Agenda
- E - LEA Diffusion Activities Using V-TECS Materials (with related forms)
- F - Trainer/Facilitator Workshop-Agenda
- G - Description of Process Commonly Used for Diffusion of Materials
- H - Implementation Plan Form
- I - Request for V-TECS Catalogs Form
- J - Training and Information Services Summary: 1978-79
- K - Resources Distributed by Diffusion Coordinator: 1978-79
- L - Pilot Schools Teacher Reaction to V-TECS Catalog: Usefulness
- M - Pilot School Teacher Reaction to V-TECS Catalog: Effect
- N - V-TECS Administrator Workshop Evaluation
- O - V-TECS Trainer/Facilitator Workshop Evaluation
- P - V-TECS Support Session Evaluation
- Q - Regional Field Staff V-TECS Workshop Evaluation
- R - Dissemination of Resources by Diffusion Coordinator
- S - Trainer/Facilitator Feedback
- T - Phase II Schools Teacher Reaction to V-TECS Catalogs: Usefulness
- U - V-TECS School Visitation Interview/Observations
- V - Correspondence to Diffusion Coordinator

1978-79 Diffusion Coordinator Goals

Goal

V-TECS catalogs will be accepted by Pennsylvania vocational educators as a basic curriculum resource for structuring and improving instructional programs.

Objectives

The V-TECS Inservice/Diffusion Coordinator serves as the primary agent for transmitting information about the V-TECS system and materials to teachers and those persons/agencies who assist teachers in preparing instructional programs for vocational students. Therefore, given the support of the Pennsylvania Bureau of Vocational Education and the RCU to implement CBVE statewide, the V-TECS Inservice/Diffusion Coordinator will:

- (1) Provide basic information about V-TECS catalogs and their use to BVE central and regional field staff members, local vocational administrators, curriculum supervisors, instructors, and teacher educators through a variety of inservice activities. Each group will gain sufficient information to plan further activities using V-TECS catalogs.
- (2) Facilitate use of V-TECS catalogs by various audiences of vocational educators statewide through a controlled diffusion process. Level of usage will reflect an increase in LEA requests to the BVE, RCU, and teacher training institutions for assistance with CBVE.
- (3) Assess state vocational educators' understanding and acceptance of V-TECS catalogs as a tool for local instructional improvement through periodic collection of data, which show positive impact on local instructional programs.

V-TECS DIFFUSION PLAN FOR PENNSYLVANIA

APPENDIX B - 1

OBJECTIVE 1. Given the support of the the Pennsylvania Bureau of Vocational Education and the RCE to implement CBVE statewide, the V-TECS Inservice/Diffusion Coordiantor will provide basic information about V-TECS catalogs and their use to BVE central and regional field staff members, local vocational administrators, curriculum supervisors, instructors, and teacher educators through a variety of in-service activities. Each group will gain sufficient information to plan further activities using V-TECS catalogs.

PROCEDURES	ACTIVITIES	SCHEDULE	OUTCOMES
1.1. Provide information of state membership in V-TECS for purpose of obtaining curriculum materials and indicate procedures for obtaining catalogs	1.1.1. Direct information to vocational educators statewide on V-TECS state membership. 1.1.2. Clarify purpose and function of V-TECS to potential users 1.1.3. Clarify procedures for local programs to obtain V-TECS materials	4/77 (on-going) (on-going)	Vocational educators will be aware of new resource and need to plan for review and potential materials use
1.2. Schedule workshop for BVE staffs to acquaint them with V-TECS system and catalogs	1.2.1. Awareness session conducted by central V-TECS Staff to impart basic understanding of V-TECS catalog content and use	4/77 - and periodic updates	BVE Staff will comprehend catalog format and their potential use in vocational programs. BVE Staff will review catalog content
1.3. Plan local administrator workshops to explain V-TECS system	1.3.1. Conduct workshop sessions through central V-TECS staff at regional workshops and VAP meetings	5/77, 2/78 3/79. 12/79 (on-going)	Administrators will gain sufficient information to determine if school needs V-TECS catalogs and can meet objectives of implementation during pilot program
1.4. Inform teacher educators about the V-TECS system and latest materials available	1.4.1. Invite teacher educators to initial V-TECS inroamtion sessions and subsequent meetings	5/77 (on-going)	Teacher educators will gain knowledge of V-TECS materials and system

OBJECTIVE 2. Given the support of the Pennsylvania Bureau of Vocational Education and the RCU to implement CBVE statewide, the V-TECS Inservice/Diffusion Coordinator will facilitate use of V-TECS catalogs by various audiences of vocational educators statewide through a controlled diffusion process. Level of usage will reflect an increase in LEA requests to the BVE, RCU and teacher training institutions for assistance with CBVE.

PROCEDURES	ACTIVITIES	SCHEDULE	OUTCOMES
2.1. Schedule catalog review sessions at BVE	2.1.1. Conduct sessions to effect review of catalog major components	(on-going)	Review Committees assess application of catalog content to state vocational programs and offer suggestions for maximizing use of catalog along with estimating size of potential audience Provide corrected duty/task lists as addendum to datalog. Identify tasks not conforming to state regulations and the changes necessary to bring them into conformance
	2.1.2. Involve BVE Program Specialist, a teacher and/or worker in each review session		
	2.1.3. Gather feedback from review session on catalog utility for Penna. programs along with possible revisions and numbers for copying	(on-going)	
2.2. Plan and organize inservice training materials for initial pilot school effort	2.2.1. Prepare a series of ten inservice modules ranging from use of V-TECS catalogs to developing instructional materials	7/77-8/77	A complete inservice packet for local instructors designed to upgrade their current course of study through use of V-TECS catalogs. Materials contain option for self-paced learning through CBE format.
2.3. Arrange for duplicating copies of V-TECS catalogs	2.3.1. Gather estimate for numbers of each catalog needed from BVE Program Specialists	(on-going)	Number of V-TECS catalogs required for each catalog title area is determined, printed and stored for future use.
	2.3.2. Contract for printing and storage services through a local AVTS	4/77 & (on-going)	

PROCEDURES	ACTIVITIES	SCHEDULE	OUTCOMES
2.4. Develop pilot school diffusion model and field test	2.4.1. Select pilot schools based upon established criteria	6/77	Local vocational instructors in pilot schools are trained to use V-TECS catalogs for initiating a plan of instructional improvement
	2.4.2. Conduct training session for pilot school representatives and a central training Staff	8/77	
	2.4.3. Establish dates for local training efforts and assign training staff to assist local trainer	8/77-9/77	
	2.4.4. Assist local trainer/facilitator (T/F) to conduct two-day in-service workshops for local staffs	8/77-11/77	
2.5. Consult with trainer facilitators in pilot schools	2.5.1. Provide assistance to T/F on any phase of their implementation plan	(on-going)	Assistance in teacher use of V-TECS materials
	2.5.2. Gather feedback from T/F on effectiveness of training materials with suggestions for improvement of content and method of delivery		
2.6. Evaluate AVTS pilot school programs	2.6.1 Survey local instructors on use of V-TECS catalogs, reactions of craft advisory committees, and impact of catalog use on instructional development and delivery	2/78-6/78	Data is collected on instructor use of V-TECS catalogs; reactions of craft advisory committees to duty/task list and tool & equipment list; and impact of catalogs on instructional development and delivery
2.7 Revise implementation procedures for V-TECS	2.7.1 Use feedback from pilot schools as input to design new training materials and delivery system	7/78-5/78	Improved technical assistance to local school personnel through revised implementation handbook and delivery techniques

PROCEDURES	ACTIVITIES	SCHEDULE	OUTCOMES
2.8. Report on Pilot School progress	2.8.1. Summarize data collected from pilot schools	2/78-6/78	Pilot School reports on V-TECS implementation activities and results
2.9. Schedule local vocational administrator workshops to explain V-TECS system and clarify state/local commitments for installation	2.9.1. Conduct initial round of six (6) one-day regional awareness sessions for vocational administrators	3/78	Local AVTS administrators will understand state and local commitments required to install V-TECS and make decision as to local participation, V-TECS usage expanded beyond pilot schools.
	2.9.2. Provide information for decision-making to install V-TECS in local programs	3/78	
	2.9.3. Provide administrators with information concerning their role in instituting and supporting change as based on pilot school findings	3/78	Local Administrators will understand their role in V-TECS installation and maintenance
	2.9.4. Conduct additional regional administrator workshop sessions as needed, to reach maximum audience in Area Vocational Schools	3/79-12/79	Majority of AVTS programs will be exposed to V-TECS
2.10. Plan and schedule workshops to prepare trainer/facilitators (T/F) to train local instructors in use of V-TECS catalogs of AVTS	2.10.1. Determine scope of local training efforts with RCU personnel	2/78-3/78	V-TECS Inservice Guide for local instructors. Strategy for T/F to deliver inservice
	2.10.2. Contract with consultant to prepare inservice guide for local instructors along with training skills to deliver training package	2/78-5/78	
	2.10.3. Gather feedback from RCU and local pilot school trainers on inservice materials (also see 2.5.2.)	5/78	Local AVTS programs will have a staff member trained to assist instructors in use of V-TECS materials to improve instructional programs
	2.10.4. Design workshop content for two-day T/F sessions	3/78-4/78	

PROCEDURES	ACTIVITIES	SCHEDULE	OUTCOMES
	2.10.5. Conduct T/F workshops in three state regions	5/78, 5/79 12/79	Local programs will have in place an implementation plan for V-TECS
2.11. Plan for T/F Support sessions	2.11.1. Gather data from schools installing V-TECS after pilot phase (sees.6.1. and 2.6.2.)	10/78-6/79	Data analyzed; provisions made for change in diffusion process, where necessary
	2.11.2. Schedule and conduct support sessions for T/F where needed	10/78	T/F will have on-going system of support to help maintain V-TECS system in LEA's
2.12. Schedule curriculum resources diffusion workshops to disseminate new curriculum materials identified by the BVE and RCU to local program resource linkers (trainer/facilitators)	2.12.1. Conduct initial workshop in 3 regions of the state for local program resource linkers to introduce new resource materials developed from V-GECS catalogs or materials compatible with installations of CBVE	10/79	Local program T/F will be introduced to new instructional resource materials by developers and/or users and given indepth instruction in their use prior to introduction to local materials users.
	2.12.2. Survey workshop participants to identify crucial skills needed to install, manage and evaluate curriculum resource materials with local instructional staff	10/79-11/79	A list of skills needed by local curriculum workers will be identified and compiled for input to training institutions considering development of programs to prepare curriculum workers
	2.12.3 Meet with BVE and RCE staffs to identify additional resource materials for diffusion in local instructional programs and to plan workshops	12/79	Additional curriculum resources will be identified along with vehicle to insure diffusion in local instructional programs

PROCEDURES

ACTIVITIES

SCHEDULE

OUTCOMES

- 2.12.4. Conduct a series of resource diffusion workshops to introduce selected material identified to local practitioners

2/79-5/79

(same as outcome for 2.12.1)

- 2.13. Devise a strategy for delivery of a pilot training program to install V-TECS catalogs and related materials for Business Education, Home Economics and Agriculture instructors in comprehensive high schools

- 2.13.1. Meet with Ingermediate Unit (IU) Curriculum Coordinator to explain the current diffusion process used with AVTS and lay groundwork for further planning

11/79

The IU Curriculum Coordinator will gain sufficient information to consider interface of controlled diffusion process with current IU strategy of inservice for comprehensive schools

- 2.13.2. Make V-TECS awareness presentation to meeting of supervisors from all comprehensive schools represented in IU pilot program

1/80

Comprehensive school curriculum supervisors will be aware of V-TECS resources, their availability and method of implementation in local programs. Information necessary to aid in deciding degree and/or mode of local program commitment is available to curriculum supervisors

- 2.13.3. Gather feedback from curriculum supervisors as to interest and willingness to participate

1/80-2/80

Comprehensive school pilot population will be identified

- 2.13.4. Identify one or more dissemination/training strategies to fit the local districts' inservice needs

2/80-3/80

Inservice strategies will be identified and plans initiated for their implementation at the participating school districts

- 2.13.5. Conduct necessary training sessions to prepare a local representative to develop a V-TECS implementation plan with a long-range delivery

2/80-3/80

Pilot comprehensive schools will have a staff member trained to assist instructors

PROCEDURES

ACTIVITIES

SCHEDULE

OUTCOMES

system to train local instructors
in use of V-TECS catalogs.

3/80-8/80

diffuse V-TECS materials
into local vocational
courses
Local in-service programs
are initiated

2.13.6. Evaluate pilot comprehensive
school use of V-TECS materials
through survey of local instructors,
reactions of craft and business/
industry advisory committees, and
impact of catalog use on instruction-
al development and delivery

8/80

Data is collected on instrutor
use of V-TECS catalogs
reaction of advisory commit-
tees, and impact of V-TECS
resource materials on inst-
ructional development and
delivery

2.14. Provide BVE staff
with periodic up-
datings on V-TECS
products and acti-
vities

2.14.1. Attend BVE Program Development
Division staff meetings at invi-
tation of Chief

(on-going)

Individual and group sessions
maintain support of V-TECS
activities in all areas of
vocational programs

2.15. Provide T.E. insti-
tutions with latest
information on V-TECS

2.15.1. Make available to T.E. institutions
copies of duty/task lists, catalogs
and related training materials

(on-going)

T.E. institutions will be
kept current on V-TECS
materials and information

OBJECTIVE 3. Given the support of the Pennsylvania Bureau of Vocational Education and the RCU to implement CBVE statewide, the V-TECS Inservice/Diffusion Coordinator will assess state vocational educators' understanding and acceptance of V-TECS catalogs as a tool for local instructional improvement through periodic collection of data, which show positive impact on local instructional programs.

PROCEDURES		ACTIVITIES	SCHEDULE	OUTCOMES
3.1.	Schedule BVE survey on V-TECS	3.1.1. Conduct periodic survey of BVE Program Development Staff on use of catalogs in their activities	(on-going)	Determine usefulness of catalogs in BVE staff activities
3.2.	Determine V-TECS impact in local schools	3.2.1. (see 2.6.1.)	(on-going)	Establish effectiveness of training for teachers; use of catalogs in schools; teacher and T/F need for additional assistance
3.3.	Determine local administration's reaction to V-TECS	3.3.1. Gather local administrators reactions to V-TECS through periodic surveys	(on-going)	Satisfaction of administrators with V-TECS materials and training
3.4.	Evaluate State V-TECS diffusion efforts	3.4.1. Collect all data from participating schools and make summary report on first full year of V-TECS activities in local schools after pilot school phase	5/79-6/79	Summary of data collection and observations; record of local support substantiated (resources, training and funds)

ADMINISTRATOR COMMITMENTS FOR INSTALLING V-TECS

I. PERSONNEL NEEDS/INVOLVEMENTA. Trainer/Facilitator

1. Chosen with regards to qualifications
2. Given released time to attend 2-day workshop in May
3. Assigned specific responsibilities for conducting the installation of V-TECS with faculty
4. Provide needed support (psychological and material) for installation, management and maintenance efforts
5. Communicate frequently with trainer/facilitator for on-going evaluation and long-range planning
6. Provide time for attendance at a later support session offered by BVE
7. Provide faculty with visible evidence of administrative commitment to and support of V-TECS installation efforts

B. Clerical Assistance

1. Provide necessary assistance to type and copy materials prepared by instructors (Possible CETA funding available)

C. Craft Committee

1. Make special efforts to get members of craft committees involved in those course areas having V-TECS Catalogs
2. Solicit feedback on catalog scope, content and any recommendations

D. Instructors

1. Provide faculty having V-TECS Catalogs, through trainer/facilitator, an implementation plan for course upgrading with sequential steps and timeline for accomplishment of each step
2. Provide necessary support to accomplish goals of implementation plan
3. Consider possible reward system for visible efforts of course of study upgrading

II. TIME CONSIDERATIONSA. Installation time

1. Provision of adequate staff inservice time for initial introduction to V-TECS
2. Consideration of best time to install V-TECS during the calendar year
3. Allowance for sufficient time to make V-TECS operational within confines of local implementation plan

B. Planning time

1. Short range planning to develop strategies for initial faculty acceptance and use
2. Long range planning to devise goals for improving the current instructional program and developing a curriculum management system to accomplish goals

3. Organize formative evaluation procedure to measure attainment of stages in short and long range plans

C. Operation time

1. Allocation of time for teacher planning and preparation of materials identified in stages of implementation plan
2. Commitment of periodic meeting time between top administrative staff and trainer/facilitator to review progress toward or develop alternate strategies for goal attainment of V-TECS adoption by staff

D. Lead time

1. Meet with key personnel prior to staff inservice to review installation considerations and identify specific actions to be taken by whom, when and how
2. Set realistic deadlines for initial installation activities with supportive provisions for accomplishment of each by trainer and staff
3. Consider initial teacher awareness session to create interest and gain support for V-TECS installation
4. Provide time for ordering and receiving of materials and supplies supportive to V-TECS installation

III. FINANCIAL SUPPORT

A. Costs

1. Provision for inservice time of staff
2. Sufficient time allocated for trainer/facilitator to function in a coordinating role to insure program maintenance
3. Typing and copying of teacher-generated materials
4. Purchasing office set of V-TECS Catalogs (or in-house copying)
5. Offering incentives for increased teacher participation

V-TECS ADMINISTRATOR WORKSHOPS

APPENDIX D

FEBRUARY, 1979

BUTLER HOLIDAY INN

ALLENTOWN HOLIDAY INN

AGENDA

- 8:30 - 9:00 REGISTRATION/COFFEE & DANISH
- 9:00 - 9:15 WELCOME, INTRODUCTIONS & WORKSHOP OVERVIEW
 Objectives of Today's Sessions
 Exercise: My Expectations for this Workshop
- 9:15 - 9:40 PURPOSE/BENEFITS OF V-TECS
 A-V Presentation: "Introduction To V-TECS"
 Benefits to various audiences
- 9:40 - 10:15 USES OF V-TECS CATALOGS
 Catalog Development
 Composition of a Catalog
 Application of Catalog Components
 A-V Presentation: "V-TECS and CBI"
- 10:15 - 10:20 BREAK
- 10:20 - 10:40 V-TECS CATALOG EXERCISE
 "Becoming Familiar with a V-TECS Catalog"
- 10:40 - 11:25 INSTALLING V-TECS IN THE LEA: COPING WITH CHANGE
 State Diffusion Plan for V-TECS made operational
 The administrator's role in local diffusion efforts
 Defining Change as a catalyst for product installation
 Strategies for local inservice (Implementation Plan).
- 11:25 - 11:50 LOCAL PROGRAM MANAGEMENT AND MAINTENANCE
 Delegating responsibility for program coordination
 Traits of successful program leaders
 Ways I can support this individual
- 11:50 - 12:00 MORNING SESSION REVIEW/CLARIFICATION
 Questions and answers
- 12:00 - 1:00 LUNCH
- 1:00 - 1:25 INFORMATION FOR DECISIONMAKING
 Administrative commitments crucial to V-TECS installation
- 1:25 - 2:00 EXPECTATIONS FOR PARTICIPATING SCHOOLS
 Goals ↔ Objectives ↔ Activities ↔ Outcomes
 "V-TECS Guide to Instructional Planning"
- 2:00 - 3:30 ACTION PLANNING FOR V-TECS INSTALLATION
 Exercise: Converting a Goal Image into an Action Plan
 Goal Formation
 Force-Field Diagnosis
 Developing an Action Plan Sequence
- 3:30 - 3:40 WORKSHOP ASSESSMENT
 Evaluating session content and fulfillment of expectations

THANKS FOR PARTICIPATING --42 HAVE A SAFE TRIP HOME!

LEA DIFFUSION ACTIVITIES
USING V-TECS MATERIALS

APPENDIX E - 1

OBJECTIVE	ACTIVITY	PERSONNEL	INTENDED	OUTCOMES	ACTUAL
Given instructors courses of study, appropriate V-TECS catalogs, the V-TECS <u>Guide to Instructional Planning</u> , and the <u>Instructional Planning Worksheets</u> , integrate present course content with V-TECS catalog elements to develop or improve the instructional programs according to competency-based principles previously identified in the <u>Guide</u> . Performance will be evaluated on completeness as judged by the Trainer/Facilitator (T/F).	1.1 Assign D.O.T. Code(s) and write an occupational description to define the scope of each course.	I,T/F*	Instructor has identified the scope of instruction to be offered through DOT Code(s) and has written a course description that reflects this scope.		
	1.2 Analyze the V-TECS duty/task list to identify appropriate tasks for course inclusion.	I,T/F*	Instructor identifies all tasks to be included in course of study as those needed for "minimal competency."		
	1.3 Analyze the V-TECS tool and equipment list required for those tasks identified in 1.2.	I,T/F*	Instructor incorporates tools and equipment needed for tasks identified. Also modifies list where needed.		
	1.4 Validate duty/task and tool/equipment lists with local craft committee and seek recommendations for changes or additions to finalize the lists for each course.	I,T/F* & Craft Comm.	Instructor has met with local craft committee for validation of minimal competency list of duties and tasks, tools and equipment. Recommendations are incorporated into course.		
	1.5 Analyze the learning steps in the V-TECS performance guides and determine the sequential activities the learner must follow to <u>master</u> the tasks in the instructional program. Modify or write new learning steps if necessary.	I,T/F*	Instructor identifies the learning steps appropriate in each P.G. by adding to or modifying those listed in the catalog for each task. All steps are listed in sequential order for later conversion to teaching points that lead to <u>mastery</u> of the performance objective.		4.4

* T/F serves in an advisory role while monitoring instructors' progress to assess quality of product and adherence

OBJECTIVE

ACTIVITY

PERSONNEL

INTENDED

OUTCOMES

ACTUAL

- | OBJECTIVE | ACTIVITY | PERSONNEL | INTENDED | OUTCOMES | ACTUAL |
|-----------|--|-----------|---|----------|--------|
| 1.6 | Analyze the V-TECS performance objectives and select those that are appropriate for the tasks identified in the instructional program. Modify or write new P.O.s if needed. | I,T/F* | Instructor "lifts" those P.O.s that are immediately applicable to present or modified course of study through comparison of content. P.O.s also are re-written or newly composed. Course of study begins to reflect a performance-based mode. | | |
| 1.7 | Analyze the V-TECS criterion-referenced measures and select those that demonstrate performance of the behavior in the P.O.s chosen for the instructional program. Modify or write new C.R.M.s if needed. | I,T/F* | Instructor incorporates the C.R.M.s as written into course of study or modifies statements and/or develops performance checklists, where needed, to accurately measure behavior. | | |
| 1.8 | Identify instructional components that provide the means of achieving the steps in the performance guides for the instructional program and add to the <u>Instructional Planning Worksheet</u> . | I,T/F* | Similar content in a V-TECS catalog and instructor's course of study is identified to inventory current instructional materials and resources, and identify gaps in content materials and methods to deliver instruction through use of the <u>Instructional Planning Worksheet</u> . | | |
| 1.9 | Sequence the tasks within the duty/task list for the instructional program. | I,T/F* | Tasks are sequenced for instruction based upon a selected criterion (i.e. simple to complex; on-the-job sequence; project identification, etc.). | | |

V-TECS TRAINER/FACILITATOR WORKSHOPS
APRIL - MAY, 1979

BUTLER HOLIDAY INN

WEST CHESTER TREADWAY INN

AGENDA

A.M. SESSION - FIRST DAY

REGISTRATION (8:30 - 9:00)

WELCOME & HOUSEKEEPING DETAILS

WORKSHOP OVERVIEW

1. Objectives of the workshop
2. Schedule for sessions
3. Introduction to Instructional Planning Guide and Catalogs
Assignment - Read pp. 1-4 in Guide.

INSTRUCTIONS FOR USING THE V-TECS PLANNING GUIDE

Assignment - read pp. 5-10.

Process Break - questions and reactions.

COFFEE BREAK (take as needed)

DEVELOPING AN INSTRUCTIONAL PROGRAM - MODULE I

Assignment - Read Module I and complete evaluation form

Process Break - questions and reactions

DEVELOPING AN INSTRUCTIONAL PROGRAM USING V-TECS CATALOGS - MODULE II

Assignment - Begin self-paced instruction

LUNCH (12:00 - 1:00)

P.M. SESSION - FIRST DAY

MODULE II (cont'd)

Process Break - Sharing Experiences
How will it differ with your instructors?
What problems do you anticipate?
Sharing possible solutions to identified problems.

BREAK (2:30-2:40)

MODULE II (cont'd)

Continue self-paced exercises

DINNER (5:30)

-2-

A.M SESSION - SECOND DAY

REVIEW OF FIRST DAY'S SESSIONS

PLANNING MY INSTRUCTIONAL PROGRAM USING V-TECS CATALOGS - MODULE III

Assignment - Read directions for Module III
Review Learning Activity 3.4 as a group
Overview of Learning Activity 3.8

COMPARING LOCAL CURRICULUM CONTENT TO A V-TECS CATALOG

1. Infusing V-TECS content into local instructional program
2. Sample procedure

USING THE INSTRUCTIONAL PLANNING WORKSHEET

Hands-on exercise

FACILITATOR THEORY ON CHANGE

LUNCH (12:00-1:00)

P.M. SESSION - SECOND DAY

SUGGESTED COMPONENTS OF A V-TECS IMPLEMENTATION PLAN

Review of possible steps

DEVELOPING MY V-TECS IMPLEMENTATION PLAN

Assignment: Construct a first draft and refine plan
Procedures for submitting plan
Questions and answers

WORKSHOP SUMMARY, QUESTIONS/ANSWERS

EVALUATION

DESCRIPTION OF PROCESS COMMONLY USED FOR DIFFUSION OF MATERIALS

1. Inservice Activities - Resource materials for instruction that are intended for statewide distribution are coordinated by an Inservice/Diffusion Coordinator (IDC). The IDC has the responsibility of organizing and designing inservice programs that link a specific target audience with selected materials. In this capacity, the IDC works closely with the V-TECS Technical Coordinator (VTC) at the Research Coordinating Unit and the various state supervisors of vocational programs. Types of materials disseminated include V-TECS Catalogs, resource materials derived from V-TECS Catalogs, and other materials that support competency-based instructional activities.

In reviewing the process of disseminating identified, usable instructional resources to potential users, it is necessary that the transmission message contain more than the materials alone. Attention must also be given to providing in-depth instruction in product usage so as to ensure that resource materials are both adopted and adapted by local practitioners. By producing well-informed materials users, it is possible to prevent the costly practice of having unused resources collect dust on shelves.

Pennsylvania's approach to placing V-TECS Catalogs in the hands of local teachers takes into account a prior series of orderly steps designed to maximize catalog usage. This process is known as the controlled diffusion of V-TECS materials. Steps of the process are outlined in the model for Diffusion of V-TECS Materials (see Figure 1).

- a. Workshops - Several types of workshops are used in the diffusion process for V-TECS materials. The function of each type of workshop varies according to its sequence and intended audience as part of the controlled diffusion process.

(1) Administrator Workshop - Announcement of a one-day V-TECS administrator workshop is sent to local directors of vocational programs. Purpose of the session is to introduce V-TECS as a process for local instructional program improvement. Key administrators are provided essential information at an awareness level to facilitate decision making. Careful consideration is given to those identified local commitments crucial to V-TECS installations (Appendix C). The administrator's role in program installation and maintenance is clarified as one of a catalyst in the change process. An action planning exercise provides participants an opportunity to devise initial steps for installing V-TECS with local instructional staff. Program management is emphasized by encouraging administrators to select a staff member to function as a local program manager or trainer/facilitator.

(2) Trainer/Facilitator Workshops - Names of local staff members are submitted by program directors to the IDC. Several two-day training sessions are scheduled in various locations statewide. The local staff member is invited to attend a workshop located near the LEA.

Purpose of the session is to prepare each local staff member to function as a trainer/facilitator at the LEA. In this capacity, the LEA representative is provided both knowledge and skills to conduct inservice for the instructional staff to use V-TECS Catalogs and materials. Each participant receives a Guide to Instructional Planning with V-TECS Catalogs and completes the exercises using a self-paced

instructional mode (Appendix E). Content is supplemented by process or training skills to facilitate program installation.

Each participant begins preparation of a local V-TECS Implementation Plan (see Appendix H). The plan is refined after leaving the workshop and submitted to the IDC along with a list of instructors and catalogs requested (Appendix I). Upon approval of the LEA's plan, catalogs are shipped to the trainer/facilitator from a local distribution center. Feedback from local programs is provided by either on-site visitation by the IDC and/or questionnaires sent to the trainer/facilitator for distribution to instructors (see Appendixes L, M, N). The trainer/facilitator serves as the local contact person or resource linker at each school using V-TECS materials. Therefore, the IDC deals with a cadre of trainers rather than each individual instructor. This model facilitates a network of communications for additional diffusion of resources and V-TECS materials are in place and being used.

- (3) Support Sessions - Periodically, one-day workshops are conducted for local T/F as a follow-up to the initial training sessions. Purpose is to both reinforce prior training and provide an opportunity for local trainers to meet together and share successful experiences and solve common problems. Therefore, this type of workshop serves as a forum for communications and renewal of training skills.

(4) Curriculum Resources Diffusion Workshop* - A one-day session designed to link curriculum resources and their ultimate users through the trainer/facilitator or curriculum person who functions as a resource-linker. In-depth instruction is provided by resource developers and/or users to participants on materials usage prior to introduction to the local instructional staff of LEAs. Purpose of this resource dissemination strategy is to extend the role of the local trainer to systematically diffuse newly identified curriculum resources within local vocational programs. The intended outcomes are to produce better-informed materials users and prevent the costly practice of having resources collect dust on shelves.

b. Conferences - As the opportunity presents itself, presentations on V-TECS and other curriculum resources are scheduled at a variety of state conferences. Presentations are usually tailor-made to fit the conference group. Emphasis is placed upon creating audience awareness of V-TECS as a potential process for curriculum upgrading and assessing interest for potential future involvement through materials usage. Where time permits, training sessions for use of V-TECS and other curriculum resources are scheduled.

c. Seminars - One of the State Universities is currently running a program to identify local instructors at schools where V-TECS is being used and prepare them to function as curriculum interns. The local trainer/facilitator serves as the intern's supervisor. A contract is developed between the intern and trainer/facilitator using

* - Being conducted in 1979-80 Project Year.

the V-TECS Materials LEA Diffusion Activities (Appendix E) as a guideline. Each intern works with one or more local instructors using V-TECS to help upgrade the instructional content of the course. All interns receive training using the Guide to Instructional Planning with V-TECS Catalogs. Besides on-site experience, each intern attends a weekly seminar sponsored by the university where helping skills and curriculum development skills are covered. The program can serve as the basis for identifying those individuals who wish additional training as vocational curriculum specialists.

IMPLEMENTATION PLAN FOR
INSTRUCTIONAL PLANNING USING V-TECS CATALOGS

NAME _____ INSTITUTION _____

PERFORMANCE OBJECTIVES (What outcomes should the plan achieve?)

SCHEDULE AND INSERVICE STRUCTURE (number of days, time frame, calendar dates,
group or individually oriented, specific faculty members to be included, etc.)

CONTENT

(What will be learned/delivered?)

PROCESS

(What are the methods and techniques I will use/teachers will use?)

EVALUATION PLAN - How will I assess my Implementation Plan? How will I assess teacher achievement of the objectives?

REQUEST FOR V-TECS CATALOGS

SCHOOL _____ DATE _____

TRAINER FACILITATOR _____

DATE NEEDED FOR WORKSHOP INSERVICE _____

TRAINING PLAN SUBMITTED? _____

INSTRUCTOR NAMECOURSE AREA TAUGHTCATALOG(S)
REQUESTED (TITLE)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

VEIN Diffusion Coordinator
 Training and Information Services Summary
 July, 1978 - June, 1979

	Number of Sessions	Number of Participants	Number of Items Distributed
V-TECS Training (Workshops)			
BVE	4	55	390
Administrators	2	41	697
Support	2	60	420
Trainer/Facilitator	2	34	680
V-TECS Information (Sessions)			
PBEA	1	80	180
VAP	1	75	150
LPN	1	55	220
IU-PDE Staff	1	6	42
Graduate Students	1	30	120
Teacher Educators	2	46	105
Conferences	4	191	398
Workshops	5	177	738
IDECC Training Workshop	1	20	120
Total	25	870	4,260

Resources Distributed by
Diffusion Coordinator
1978-79

TOTAL COPIES - 4,260

1. V-TECS Guide to Instructional Planning
2. Use of V-TECS Catalogs
3. Ohio State Occupational Analyses
4. Assorted V-TECS Catalogs
5. V-TECS Analysis of DOT Job Titles
6. Administrator Commitments for Installing V-TECS
7. V-TECS Overhead Transparency Materials
8. Innovation Evaluation Guide
9. Request for V-TECS Catalog Form
10. V-TECS Implementation Plan Form
11. Case Situation Using V-TECS Materials
12. V-TECS Catalog Exercise
13. V-TECS Slide/Tape Presentation Information
14. Guidelines for Innovation Advocacy
15. Converting a Goal Image Into an Action Plan
16. Duty/Tasks, Lists, and Catalog Listing
17. Request Form for Specific V-TECS Task Items
18. LEA Diffusion Activities Using V-TECS Materials
19. CBVE Self-Check
20. PBTE Module Order Form
21. Exchange of Successful Practice/Design Documentation
22. Diffusion of V-TECS Materials Flow Chart
23. More About VEIN
24. Construction Drawings
25. VEIN Information Page
26. How to Use ERIC
27. How to Involve Your DE Program in IDECC
28. Assumptions on Which IDECC Is Based
29. Preparing for Effective Use of LAPS
30. Research Information Sheet from VEIN
31. One-Room Schoolhouse/Individualizing Instruction
32. Current Business Education Catalogs Available
33. Assorted V-TECS Duty/Task Lists
34. V-TECS Sample Catalog
35. V-TECS Information Sheets
36. V-TECS Implementation Packet
37. IDECC Curriculum Package

Pilot School Teacher
Reaction to V-TECS Catalog
Components and Usefulness

(N = 151)

(7-8) CATALOG EVALUATED All Titles Available

	CATALOG COMPONENT	WEIGHTED MEAN	Very Useful 75% or more	Useful 50%-75%	Some Use 25%-50%	Little Use 0%-25%	No Use (Never)	No Response
(11)	Introduction	2.32	14.6%	14.6%	18.5%	20.5%	27.8%	4.0%
(12)	Definition of Terms	2.95	15.9	18.5	24.5	20.5	17.2	3.3
(13)	Purpose of Catalog	2.77	14.6	18.5	18.5	23.2	23.2	2.0
(14)	Development of Catalog	2.46	9.3	11.9	21.2	21.2	29.8	6.6
(15)	Elements of Catalog	2.82	13.9	17.9	22.5	19.2	21.9	4.6
(16)	Duties Listed in Catalog	3.37	22.5	27.8	19.9	15.9	10.6	3.3
(17)	Tasks Listed in Catalog	3.46	27.8	25.2	19.9	16.6	9.3	1.3
(18)	Performance Objective	3.46	26.5	28.5	19.2	15.9	9.0	0.0
(19)	Criterion-reference Measures	3.32	21.9	25.8	23.8	13.2	12.6	2.6
(20)	Performance Guides	3.32	22.5	26.5	19.9	16.6	11.9	2.6
(21)	Student Worksheets*	2.86	9.9	15.9	9.9	11.3	16.6	36.4
(22)	Instructor Checklists*	2.92	11.3	17.2	11.3	15.2	15.2	29.8
(23)	List of References	2.82	16.6	14.6	21.2	19.2	22.5	6.0
(24)	State of Art Literature	2.69	9.9	11.9	15.9	24.5	23.2	14.6
(25)	Cross Reference Table of Tasks & Performance Objectives	2.54	9.9	11.9	20.5	17.9	27.2	12.6
(26)	Tool and Equipment List	3.12	16.6	27.2	17.9	15.9	16.6	6.0
(27)	Others (Please specify)	2.09	1.3	0.7	0.0	0.7	4.6	92.7

*When found in catalog

TEACHER REACTIONS TO V-TECS(7-8) TITLE OF V-TECS CATALOG (All available catalogs in use)MY PROGRAM TITLE (Names of courses)

- A. CHECKLIST: Components of the V-TECS catalog are identified in the lefthand column. Some components not included in all catalogs are marked with an asterisk (*). Place checks (✓) opposite only those components in the catalog on which you are reporting. Your responses will indicate how use of the V-TECS catalog has affected your instruction and your intent to continue using V-TECS catalog components.

CATALOG COMPONENT	Effect on Instructional Preparation Time (%)**			Effect on Number of Skills and Competencies Taught (%)**			Present Plans for Future Instructional Use (%)**		
	Increased	No Change	Decreased	Increased	No Change	Decreased	Definite Use	Some Use	No Use
(11-13) Duties listed in catalog	26.6	40.8	8.9	26.7	40.1	9.0	26.7	55.9	9.6
(14-16) Tasks listed in catalog	26.6	53.6	11.9	27.4	48.1	2.2	25.2	49.4	9.6
(17-19) Performance Objectives	22.2	78.0	14.8	21.5	54.1	2.2	32.6	42.3	9.6
(20-22) Criterion-Referenced Measures	19.2	51.1	8.9	17.8	58.6	1.5	29.7	42.7	11.1
(23-25) Performance Guides	14.1	51.1	11.9	20.0	52.6	2.2	23.7	46.7	11.1
(26-28) Student Worksheets*	13.3	36.3	5.9	13.3	38.5	1.5	16.3	32.6	8.9
(29-31) Instructor Checklists*	12.6	33.3	3.0	10.4	37.3	0	19.8	28.9	9.6
(32-34) List of References	17.5	57.1	5.2	19.3	58.6	0.7	15.6	45.3	14.1
(35-37) Cross-Reference Table of Tasks & Performance Objectives	13.4	54.8	7.4	14.1	54.3	0.7	15.6	45.3	11.5
(38-40) Tool and Equipment List	10.4	60.0	4.4	11.1	55.4	2.2	10.9	48.1	19.5

*When found in catalog

**Total does not equal 100% due to nonrespondents.

- B. **FORCED CHOICE:** Statements in this section express some concerns you may have about your use of the V-TECS catalog. Although some statements may appear repetitious, a response is requested for each one. Place a check (✓) for Yes or No to each statement on the line provided.

	%		
	Yes	No	N/R
1. The materials in this V-TECS catalog are effective because they support my instructional program.	77.8	20.7	1.5
2. I am using this V-TECS catalog because its contents are better than materials I had before.	23.7	71.1	4.4
3. I need this V-TECS catalog.	43.0	50.4	6.7
4. I would rather not use this V-TECS catalog.	25.9	67.4	6.7
5. Through use of this V-TECS catalog, my instructional program will be better for my students.	65.2	29.6	5.2
6. Use of this V-TECS catalog increases the amount of time I must spend preparing for instruction.	36.3	60.7	3.0
7. To use this V-TECS catalog I will need additional equipment and/or facilities.	44.4	54.1	1.5
8. To make best use of this V-TECS catalog I must make substantial changes in my program.	28.9	67.4	3.7
9. I have found materials other than V-TECS which I would prefer to use.	53.3	37.8	8.9
10. I have found it difficult to prepare lesson plans using this V-TECS catalog.	13.3	81.5	5.2
11. I need additional help to make best use of this V-TECS catalog.	23.0	74.1	3.0
12. I must prepare individualized student instructions in order to make effective use of this V-TECS catalog.	51.1	45.9	3.0
13. Through use of this V-TECS catalog, it is possible to vary my instructional techniques.	68.1	28.1	3.7
14. Time needed to teach required job skills would be increased if V-TECS materials were used.	39.3	58.5	2.2
15. I find that this V-TECS catalog does not include sufficient details for adequate instruction.	51.9	43.7	4.4
16. I am developing instructional materials to make best use of this V-TECS catalog.	62.2	35.6	2.2
17. I receive additional compensation to develop these instructional materials. (If Yes, what amount?) _____	2.2	94.1	3.7
18. I have been given released time to develop these instructional materials. (If Yes, approximately how many hours?) _____	5.2	93.3	1.5
19. The administration has provided assistance to me for development of these instructional materials.	31.9	66.7	1.5
20. The administration supports my development of these instructional materials.	59.3	27.4	13.3

V-TECS ADMINISTRATOR WORKSHOP

DATE 2/22/79; 3/27/79

EVALUATION

LOCATION Allentown, Butler

Now that you have participated in a one-day planning session for installing V-TECS materials in local vocational programs, we would appreciate your feedback on the content. All answers are strictly confidential, therefore we wish to encourage you to respond openly.

Additional space is provided at the end of this form for written comments. Check your response to the following questions:

1. For me this workshop has proved to be
 - a. 64.1% Very Helpful
 - b. 25.6% Quite Helpful
 - c. 10.3% Somewhat Helpful
 - d. 0% Not Helpful
2. I feel that the objectives of this workshop were
 - a. 94.9% Clearly Stated
 - b. 5.1% Partially Stated
 - c. 0% Vague
 - d. 0% Extremely Vague
3. The stated objectives were accomplished through the workshop content.
 - a. 53.9% Very Effective
 - b. 46.1% Effective
 - c. 0% Little Effect
 - d. 0% No Effect
4. Information on the administrator's role has clarified my responsibilities for V-TECS installation and maintenance efforts.
 - a. 58.9% Very Effective
 - b. 36.0% Effective
 - c. 2.6% Little Effect
 - d. 0% No Effect

2.5% Not Applicable
5. This workshop provided me with sufficient information for deciding whether or not to install V-TECS at my school.
 - a. 46.2% Very Adequate
 - b. 51.3% Adequate
 - c. 0% Somewhat Inadequate
 - d. 0% Inadequate

2.5 No Response

6. Based upon my response to question #5, I have made the following decision in regards to installing V-TECS at my school. Please check one statement.
- a. 51.29% plan to install for next school year
 - b. 33.33% have not made up my mind
 - c. 2.56% need more information
 - d. 2.56% no plans to install
- 10.26 Not applicable
7. The most helpful portion of this workshop was:

(On file at VEIN)

8. The least valuable segment of this workshop was:

(On file at VEIN)

9. What information materials do you feel were omitted and should be included in future sessions?

(On file at VEIN)

10. Comments on the trainers --

(See Attached)

11. My overall reaction to the material presented in this workshop was:

a. 59.0% Excellent, b. 28.2% Fair, c. ___ Poor, d. ___ Very Poor
 2.6% Not Applicable 10.2% No Response

12. MY EXPECTATIONS FOR THIS WORKSHOP (list below)

	WERE MET	PARTIALLY FULFILLED	NOT FULFILLED
a.	74.19%	20.97%	4.84%
b.	Also: 20 expectations were listed but not evaluated as to fulfillment		
c.			
d.			
e.			

V-TECS TRAINER/FACILITATOR WORKSHOP

NAME Overall Evaluation

DATE May 1979

EVALUATION

LOCATION Butler & West
Chester

Now that you have participated in a two-day planning session for installing V-TECS materials in local vocational programs, we would appreciate your feedback on the content. All answers are strictly confidential, therefore we wish to encourage you to respond openly.

Additional space is provided at the end of this form for written comments. Check your response to the following questions:

1. For me this workshop has proved to be
 - a. 58.1% Very Helpful
 - b. 41.9% Quite Helpful
 - c. 0% Somewhat Helpful
 - d. 0% Not Helpful

2. Information on the trainer/facilitator's role has clarified my responsibilities for V-TECS installation and maintenance efforts.
 - a. 41.9% Very Effective
 - b. 54.9% Effective
 - c. 0% Little Effect
 - d. 0% No Effect

3. I feel that the objectives of this workshop were
 - a. 96.8% Clearly Stated
 - b. 3.2% Partially Stated
 - c. 0% Vague
 - d. 0% Extremely Vague

4. The stated objectives were accomplished through the workshop content.
 - a. 51.6% Very Effective
 - b. 48.4% Effective
 - c. 0% Little Effect
 - d. 0% No Effect

5.

WORKSHOP OBJECTIVES

Participants will:

a. complete Module I and Module II of the Guide to Instructional Planning with V-TECS Catalogs.

b. demonstrate knowledge of the use of Module III of the Guide to Instructional Planning with V-TECS Catalogs.

c. demonstrate their knowledge of the process diagnosing problems and facilitating instructional planning by teachers.

d. write an implementation plan for installation of V-TECS in their school setting. It should include schedule, content, process, and evaluation.

LEVEL OF ACHIEVEMENT			
Ready To Conduct Inservice	Need More Preparation	Need More Training	
61.3%	35.5%	0%	N/A 3.2%
48.4%	48.4%	0%	N/A 3.2%
54.8%	42.0%	0%	N/A 3.2%
64.5%	32.3%	0%	N/A 3.2%

6. My overall reaction to the material presented in this workshop was

a. 70.9%Excellent

b. 29.1%Good

c. 0%Fair

d. 0%Poor

e. 0%Very Poor

7. Suggestions for next time.

(On file at VEIN)

NAME _____

DATE 2/23/79; 3/26/79V-TECS SUPPORT SESSION
EVALUATIONLOCATION Allentown, Butler

Now that you have participated in this one-day session of sharing successes and identifying common problems, we would appreciate your feedback on the content. You are encouraged to respond openly.

Additional space is provided on the second page of this form for written comments. Check your response to the following questions.

- | | | | | | |
|----------|---|--|--|--|-------|
| _____ 1. | For me this workshop has proved to be: | | | | N/R |
| | (a) Very Helpful, (b) Quite Helpful, (c) Somewhat Helpful, (d) Not Helpful | | | | |
| | 41.07% 44.64% 12.50% 0% | | | | 1.79% |
| _____ 2. | I feel that the objectives of this workshop were: | | | | |
| | (a) Clearly Stated, (b) Partially Stated, (c) Vague, (d) Extremely Vague | | | | |
| | 82.13% 14.29% 1.79% 1.79% | | | | |
| _____ 3. | The degree to which the stated objectives were accomplished through the workshop content: | | | | |
| | (a) Very Effective, (b) Effective, (c) Somewhat Effective, (d) Ineffective | | | | |
| | 26.79% 58.93% 10.71% | | | | 3.57% |
| _____ 4. | The sharing of successful practices session has provided me with information and ideas that are: | | | | |
| | (a) Very Helpful, (b) Quite Helpful, (c) Somewhat Helpful, (d) Not Helpful | | | | |
| | 41.07% 41.07% 14.29% 3.57% | | | | |
| _____ 5. | Referring to question four, what specific new idea(s) or practice(s) have I gained that may help me resolve one or more problems associated with V-TECS at my school? | | | | |

(On file at VEIN)

- | | | | | | |
|----------|---|--|--|--|-------|
| _____ 6. | Based upon my participation in this workshop, the one statement that best describes my feelings is: | | | | |
| | 7.14% (a) I contributed more than I received | | | | |
| | 75.00% (b) I received more than I contributed | | | | |
| | 16.07% (c) Contributions made about equals what new information/resources I received | | | | |
| | 1.79% (d) Little was gained from the sessions | | | | |
| _____ 7. | Identification of those instructional resource materials to complement V-TECS Catalogs has proved to be: | | | | N/R |
| | (a) Extremely Helpful, (b) Quite Helpful, (c) Somewhat Helpful, | | | | |
| | 44.64% 39.29% 8.93% | | | | 3.57% |
| | (d) Of limited value- | | | | 3.57% |
| _____ 8. | The model presented to help integrate V-TECS and other instructional resources as a means to installing CBI will be, in my opinion: | | | | |
| | (a) Very useful, (b) Quite Useful, (c) Of Limited Use, (d) Impractical | | | | |
| | 44.64% 42.86% 10.71% 0% | | | | 1.79% |

9. Based upon the training and related information received to date preparing you as a Trainer/Facilitator, rate the effectiveness of this training in helping you to assist local faculty initiate those activities listed in the V-TECS Diffusion Model and outlined in the V-TECS Guide to Instructional Planning:

37.50% (a) Very adequate, no additional training needed

46.42% (b) Quite adequate, but a few gaps still exist

5.36% (c) Limited, major areas need revised

1.79% (d) Completely missed the mark

5.36% No Response 3.57% Not Applicable

10. If your response to question #9 was b, c, or d, please specify the missing training skills needed:

(On file at VEIN)

11. The most helpful portion of this workshop was:

(On file at VEIN)

12. The least valuable segment of this workshop was:

(On file at VEIN)

13. What information and materials do you feel were omitted and should be included in future sessions?

(On file at VEIN)

14. Comments on the presenters --

(On file at VEIN)

15. My overall reaction to the material presented in this workshop was: N/R N/A
(a) Excellent, (b) Good, (c) Fair, (d) Poor, (e) Very Inadequate

37.50% 37.50% 1.79% 1.79% 0% 8.93% 10.71%

16. MY EXPECTATIONS FOR THIS WORKSHOP (list below)

a.

WERE MET	PARTIALLY FULFILLED	NOT FULFILLED
57.04%	32.59%	10.37%

b.

8 expectations were listed but not rated

c.

d.

7 forms had no response to this item

REGIONAL FIELD STAFF

V-TECS TRAINER/FACILITATOR WORKSHOP

EVALUATION

NAME

7/18-19/78; 7/25-24/78DATE 8/30-31/78LOCATION Allentown, Ligonier,
Danville

Now that you have participated in a two-day planning session for installing V-TECS materials in local vocational programs, we would appreciate your feedback on the content. All answers are strictly confidential, therefore we wish to encourage you to respond openly.

Additional space is provided at the end of this form for written comments. Check your response to the following questions:

1. For me this workshop has proved to be
 - a. 50% Very Helpful
 - b. 46% Quite Helpful
 - c. 4% Somewhat Helpful
 - d. 0% Not Helpful
2. Information on the trainer/facilitator's role has clarified my responsibilities for V-TECS installation and maintenance efforts.
 - a. 32% Very Effective
 - b. 61% Effective
 - c. 7% Little Effect
 - d. 0% No Effect
3. I feel that the objectives of this workshop were
 - a. 86% Clearly Stated
 - b. 14% Partially Stated
 - c. 0% Vague
 - d. 0% Extremely Vague
4. The state objectives were accomplished through the workshop content.
 - a. 43% Very Effective
 - b. 53% Effective
 - c. 0% Little Effect
 - d. 4% No Effect

5.

WORKSHOP OBJECTIVES

Participants will:

- a. complete Module I and Module II of the Guide to Instructional Planning with V-TECS Catalogs.
- b. demonstrate knowledge of the use of Module III of the Guide to Instructional Planning with V-TECS Catalogs.
- c. demonstrate their knowledge of the process diagnosing problems and facilitating instructional planning by teachers.
- d. write an implementation plan for installation of V-TECS in their school setting. It should include schedule, content, process, and evaluation.

LEVEL OF ACHIEVEMENT		
Ready To Conduct Inservice	Need More Preparation	Need More Training
50%	42%	8%
42%	46%	12%
28%	64%	8%
32%	44%	24%

6. My overall reaction to the material presented in this workshop was

- a. 53% Excellent
- b. 43% Good
- c. 4% Fair
- d. 0% Poor
- e. _____ Very Poor

7. Suggestions for next time.

(On file at VEIN)

Dissemination of
Resources by Diffusion Coordinator
Based on User Requests to VEIN
 July 1, 1978-June 30, 1979

Material Recipients = 785

V-TECS Catalogs (1,954)

Duty/Task Lists (2,225)

V-TECS Training Guide

Guide to Instructional Planning
with V-TECS Catalogs (60)

Catalog Listing (4)

Resource Referral (1)

Participants Guide (40)

Tapes (4)

Ohio State Task Inventories (41)

Diffusion of V-TECS Materials
Model (25)

Uses of V-TECS Catalogs (36)

What Is V-TECS? (Handout) (32)

Administrator Commitments for Installing
V-TECS (8)

LEA Diffusion Activities Using V-TECS
Materials (45)

V-TECS D.O.T. Listing Update (27)

Filing of Implementation Plans (18)

Request Form for V-TECS Catalogs (10)

Competency-Based Vocational Education
and Utilization of V-TECS Catalogs -
Objectives for a Course of Study (10)

Materials for Transparencies (15)

V-TECS Catalog Price List (18)

Business Education Manuals

Arizona - (550)

California - (550)

Health Modules (Set 1) - (135)

N = 40

V-TECS
TRAINER/FACILITATOR FEEDBACK

NAME _____ SCHOOL Phase II Schools

DIRECTIONS: Complete the following questions providing the requested information as accurately as possible. This data will help to assess local progress to date and aid in planning future workshops and support sessions.

1. Based upon the Implementation Plan submitted, how many of your instructional staff received V-TECS Catalogs? (Varies from 1 to 26 instructors)
2. Of the above number, how many are currently using the catalogs to upgrade their instructional program? 100% (23); 75 - 99% (2); 50-74% (4); 0-49% (4)
Complete figures not available (6)
3. What was the overall reaction of your instructional staff to V-TECS after the initial awareness presentation?
 - a. 35.0% definite enthusiasm
 - b. 40.0% partial interest
 - c. 12.5% lukewarm reaction
 - d. 12.5% other _____
4. How did the above staff reactions to V-TECS compare to your own expectations before the presentation?
 - a. 20.0% exceeded them
 - b. 65.0% were as expected
 - c. 10.0% were overestimated
 - d. 5.0% other _____
5. Have you since conducted other inservice sessions with your instructional staff beyond the initial awareness level?

72.5% YES 27.5% NO If YES, how many? (Varied from 1 to 7 sessions)
6. Have there been requests for additional assistance from teachers using V-TECS materials?

55.0% YES 45.0% NO
7. If YES, what types of assistance have been requested by teachers?

(See attached)

NOTE: All numbers in %.

8. Have you experienced problems in persuading teachers to use the V-TECS Catalogs? If so, please specify.

(See attached)

9. Have teachers had any specific problems using the approach to instructional improvement outlined in the "Guide to Instructional Planning with V-TECS Catalogs"?

(See attached)

10. Which of the following problems have you experienced in attempting to support teacher use of V-TECS materials? If more than one is listed, prioritize the items.

- a. _____ program management
- b. _____ inadequate inservice time allocated by administration
- c. _____ too many other demands on my time
- d. _____ teacher contracts/unwillingness to participate
- e. _____ teacher inexperience in course construction
- f. _____ other _____

11. Have any of your teachers met with their respective craft committee members to explain V-TECS and receive feedback on the content of the duty/task lists?

37.5% YES 62.5% NO

- a. What percentage? 100% (8); 75-99% (3); 50-74% (1); 0-49% (2)

- b. Overall, has the feedback been beneficial?

<u>11</u> - YES	<u>2</u> - WILL BE USED
<u>2</u> - NO	<u>1</u> - NO RESPONSE
<u>2</u> - SOMEWHAT	

- c. Have teachers incorporated suggestions received into their instructional program?

<u>15</u> - YES	<u>1</u> - HAVEN'T HAD TIME
<u>2</u> - NO	<u>2</u> - NO RESPONSE
<u>1</u> - TOO EARLY TO EVALUATE	

- d. What has been the reaction of the craft committee members to V-TECS?

<u>11</u> - GOOD, VERY RECEPTIVE
<u>2</u> - UNDECIDED
<u>1</u> - LUKEWARM
<u>2</u> - NO RESPONSE

12. What additional assistance do you need at this point to expedite your role as a trainer/facilitator for V-TECS?

<u>12</u> - NONE	<u>2</u> - TEACHER TRAINING INSTITUTIONS SHOULD
<u>4</u> - NO RESPONSE	INCORPORATE V-TECS INTO COURSES
<u>6</u> - MORE TIME	<u>2</u> - NEED ADDITIONAL CATALOG TITLES
<u>6</u> - ADDITIONAL HELP, RESOURCE PERSON	<u>2</u> - MEET WITH OTHER TRAINERS TO SHARE IDEAS
	<u>2</u> - ADMINISTRATIVE SUPPORT
<u>4</u> - REVIEW OF TRAINING/ADDITIONAL TRAINING	

13. Viewing in retrospect the content of the two-day trainer/facilitator training session, briefly respond to the following:

- a. What is unnecessary?

<u>11</u> - NOTHING	<u>1</u> - TOO MUCH ROLE PLAYING
<u>11</u> - NO RESPONSE	<u>1</u> - TOO MUCH DETAIL ON OBJECTIVE DEVELOPMENT
<u>8</u> - ALL CONTENT APPROPRIATE	<u>1</u> - LOOKING UP D.O.T. NUMBERS
	<u>2</u> - NA

- b. What was omitted?

<u>18</u> - NO RESPONSE	<u>1</u> - APPLICATION OF METHODS	<u>2</u> - MORE TIME NEEDED	<u>1</u> - NA
<u>10</u> - NOTHING	<u>3</u> - PROCESS TECHNIQUES	<u>1</u> - CATALOGS LOOSELY STRUCTURED	

- c. What needs more emphasis?

<u>17</u> - NO RESPONSE	<u>2</u> - PROCESS SKILLS	<u>2</u> - GOOD WORKSHOP CONTENT
<u>9</u> - IMPLEMENTATION PROCEDURES	<u>2</u> - EXPLANATION OF V-TECS USE	<u>1</u> - REVISE TRAINING GUIDE
<u>4</u> - TRAINING GUIDE EXERCISES	<u>2</u> - NEED MORE TIME	<u>1</u> - MORE STATE COMMITMENT

14. If ~~a~~ one-day support session were scheduled for trainer/facilitators would you attend and be an active participant?

80.0% YES 12.5% NO 5.0% NO RESPONSE 2.5% POSSIBLY

15. What specific content related to V-TECS would you wish covered at this session? Please prioritize.

<u>13</u> - NO RESPONSE	<u>3</u> - ADDITIONAL RESOURCES - SPECIFIC COURSES
<u>16</u> - IMPLEMENTATION TECHNIQUES	<u>2</u> - GUIDANCE NEEDS, CAREER INFORMATION
<u>6</u> - PROGRAM MANAGEMENT	<u>1</u> - SOURCES FOR INSERVICE FUNDS
<u>4</u> - DEVELOPMENT OF COURSE COMPONENTS	<u>2</u> - NA

16. In regards to communications and cooperation between you and your administrator concerning V-TECS installation and management, assess the following:

- a. The administrator has become involved.

80.0% YES 10.0% NO 2.5% NO RESPONSE 2.5% NOT A PRIORITY

- b. If so, in what manner?

<u>6</u> - NO RESPONSE	<u>15</u> - MATERIAL SUPPORT
<u>22</u> - PSYCHOLOGICAL SUPPORT	<u>2</u> - NA

- c. What recommendations do you have for additional administrative involvement and support?

<u>10</u> - NONE	<u>2</u> - MORE TIME FOR MY INVOLVEMENT
<u>6</u> - NO RESPONSE	<u>3</u> - GAIN BOARD SUPPORT, SUPERINTENDENT SUPPORT
<u>4</u> - FINANCES	<u>1</u> - MORE SECRETARIAL HELP
<u>5</u> - MORE INSERVICE TIME	<u>2</u> - BECOME INVOLVED
<u>3</u> - NA	<u>2</u> - TIME LINE FOR STAFF DEVELOPMENT
	<u>1</u> - SELL INSTRUCTORS ON NEED TO UPGRADE CURRICULUM

V-TECS

TRAINER/FACILITATOR FEEDBACK

7. If YES, what types of assistance have been requested by teachers?

- 10 - Additional assistance with exercises in Training Guide
- 2 - Additional catalog content areas
- 1 - Use of related resource materials
- 1 - Additional teacher time (inservice days)
- 6 - How to relate V-TECS to current system
- 1 - How to use V-TECS Catalogs
- 2 - No response, NA

8. Have you experienced problems in persuading teachers to use the V-TECS Catalogs? If so, please specify.

- 5 - Time to complete Training Guide exercises
- 10 - Teacher reluctance to change, adopt and adapt new materials (satisfied with current course of study)
- 1 - Teachers feel too much work is involved
- 2 - Teacher lack of experience in writing curriculum
- 17 - No problems
- 3 - No response

9. Have teachers had any specific problems using the approach to instructional improvement outlined in the "Guide to Instructional Planning with V-TECS Catalogs?"

- 3 - Confusion over Terminology in Training Guide
- 3 - Attitude/Motivation
- 1 - Not using the Guide
- 1 - Only when using it in large groups - hard to give individual assistance
- 1 - Hard to stimulate teacher use
- 21 - No problems
- 6 - No response/not applicable

PHASE II SCHOOLS

CATALOG COMPONENT REACTION BY TEACHERS

(7-8) CATALOG EVALUATED All Titles Available

	CATALOG COMPONENT	Weighted Means	Very Useful 75% or more	Useful 50%-75%	Some Use 25%-50%	Little Use 0%-25%	No Use (Never)	Number of Responses
(11)	Introduction	2.99	10.15%	24.87%	28.93%	26.40%	9.65%	197
(12)	Definition of Terms	3.42	15.92	35.82	28.86	13.43	5.97	201
(13)	Purpose of Catalog	3.37	18.59	31.16	24.62	20.10	5.53	199
(14)	Development of Catalog	3.13	13.20	27.41	26.40	25.38	7.61	197
(15)	Elements of Catalog	3.22	16.33	27.04	27.04	21.43	8.16	196
(16)	Duties Listed in Catalog	3.71	26.63	34.67	24.62	11.56	2.52	199
(17)	Tasks Listed in Catalog	3.75	28.80	34.50	23.00	11.30	2.50	200
(18)	Performance Objective	3.86	34.00	31.50	24.00	7.50	3.00	200
(19)	Criterion-reference Measures	3.50	25.00	28.57	21.94	20.41	4.08	196
(20)	Performance Guides	3.66	24.87	36.04	22.84	13.30	3.05	197
(21)	Student Worksheets*	3.19	16.42	26.87	26.87	19.40	10.44	134
(22)	Instructor Checklists*	3.29	18.71	25.81	30.97	14.84	9.67	155
(23)	List of References	2.93	9.09	21.39	32.09	28.34	9.09	187
(24)	State of Art Literature	2.75	8.98	19.76	25.75	28.74	16.77	167
(25)	Cross Reference Table of Tasks & Performance Objectives	2.86	10.81	20.00	28.11	27.03	14.05	185
(26)	Tool and Equipment List	3.21	17.53	26.29	24.74	22.16	9.28	194
(27)	Others (Please specify)							
	<i>DUTY / TASK LIST</i>	3.55	24.62	33.33	21.54	13.84	6.67	195

*When found in catalog

V-TEC SCHOOL VISITATION
INTERVIEW/OBSERVATION FORM
PHASE II SCHOOLS

Date N = 15 APPENDIX U - 1

Sample of
15 schools installing V-TECS PERSON(S)
SCHOOL during 1978-79 school year INTERVIEWED LEA Trainer/Facilitators

I. IMPLEMENTATION PLAN OBJECTIVES--To what degree have the stated objectives been made operational? Is there evidence that the objectives have been met?

A. OBJECTIVES	DEGREE OF ACHIEVEMENT		
	AMPLE EVIDENCE	SOME EVIDENCE	NO EVIDENCE
NOTE: Objectives differed at each school but were based on those listed in the V-TECS Implementation Plan submitted to the Diffusion Coordinator	43.90%	21.95%	34.15%

II. IN-SERVICE SCHEDULE/STRUCTURE--Have the identified dates, time frame, personnel structure been adhered to?

A. ACTIVITY SCHEDULED	YES	NO
NOTE: Activities differed at each school but were based on those listed in the V-TECS Implementation Plan submitted to the Diffusion Coordinator	64.77%	32.96% <u>Partially</u> 2.27%

II. IN-SERVICE SCHEDULE/STRUCTURE (Cont.)

U - 2

B. CONTENT DELIVERED	YES	NO
<u>NOTE:</u> Content was based upon steps in the V-TECS Guide to Instructional Planning	73.33%	26.67% No ratings - 5 forms

III. ADMINISTRATOR COMMITMENTS/SUPPORT--Is there visible evidence of the following commitments and support in installing V-TECS at the LEA?

A. INSTRUCTORS	YES	NO
1. Instructors have received a V-TECS Catalog in their area.	86.67%	13.33%
2. Instructors have received a plan for course up-grading using V-TECS.	60.00%	40.00%
3. The plan lists sequential steps with a time-line for each step.	46.67%	46.67% Partial 6.67%
4. Support is evident to accomplish steps in plan. If yes, what kinds of support?	53.33%	46.67%
5. A reward system is present to encourage instructor participation in course up-grading.	20.00%	66.67% Not neces. 6.67% No response 6.67%
B. TRAINER/FACILITATOR	YES	NO
1. Specific time has been assigned to work solely with implementing V-TECS.	53.33%	46.67%
2. Material and psychological support has been provided.	60.00%	40.00%

III. ADMINISTRATOR COMMITMENTS/SUPPORT (Cont.)

U - 3

B.	TRAINER/FACILITATOR	YES	NO	
	3. Administrator has requested an update or evaluation of V-TECS progress by instructional staff.	53.33%	46.67%	
	4. Administrator has become involved or has delegated responsibility for long range instructional planning.	73.33%	26.67%	
C.	CRAFT ADVISORY COMMITTEES	YES	NO	
	1. Committees have been introduced to V-TECS and activities generated from use of materials.	46.67%	40.00%	Some-13.33%
	2. Feedback has been gathered from committee members for incorporation into present course structure.	40.00%	53.33%	Some- 6.67%
	3. Recommendations have been adopted by instructors (there is visible evidence of change in course content).	40.00%	60.00%	

OBSERVATIONS:

(On file at VEIN)

RECOMMENDATIONS:

(On file at VEIN)



Future Business Leaders of America

Pennsylvania Department of Education

Box 911, Harrisburg, Pa. 17126

SEP 19 1978

September 15, 1978

Dr. Frank Rozman
VEIN
Millersville State College
Millersville, Pa 17551

Dear Dr. Rozman:

It is a pleasure to thank you for your help in making the 1978 Pennsylvania FBLA State Leadership Workshop a success.

We appreciate your taking time from your busy schedule to come to our workshop. Your presentation will be very helpful to the advisors.

The support shown by you to the FBLA is greatly appreciated.

Sincerely yours,

Julie Howes

Julie Howes
State Corresponding Secretary

"Developing the Qualities of Business and Civic Leadership"

DIRECTORS

PHONE 814 871 6200

V - 2

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HAROLD C. SHIELDS
EDWARD J. SPARAGA

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.

1511 PEACH STREET

16501

THOMAS C. DROURKE
SUPERINTENDENT OF SCHOOLS

CATHERINE S. LEFAIVER
SECRETARY

SEP 24 1979

September 20, 1979

Mr. Frank E. Rozman, Ed. D.
V-TECS In-Service/Diffusion Coordinator
Vocational Education Resources Services
Stayer Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

Dear Mr. Rozman:

I would like to take this opportunity to thank you for all of your help in making our In-Service Program at the beginning of school such a tremendous success. Your time, efforts, and expertise were deeply appreciated.

Kindest personal regards.

Sincerely,

Henry F. Pilker

Henry F. Pilker, Director
Vocational, Technical, and Adult
Education Department

HFP/cas

MARYWOOD COLLEGE

SCRANTON PENNSYLVANIA

1978

DEPARTMENT OF HUMAN ECOLOGY

November 6, 1978

Dr. Frank Rozman
Diffusion-In-Service Coordinator
VEIN - Millersville State College
Stayer Research and Learning Center
Millersville State College
Millersville, Pennsylvania 17551

Dear Dr. Rozman:

Please accept the gratitude of all of the Home Economics Teacher Educators present at the annual Home Economics Teacher Education Conference who heard your excellent presentation on V-TECS. You gave us great insight into the utilization of these for the development of instruction as well as a much clearer understanding of the Consortium.

Thank you for your time and energy, but especially for your professional expertise and marvelous delivery.

Gratefully,

Sister M. Jamesine Fraser
Sister M. Jamesine Fraser, I.H.M.



FEB 12 1979

ALVIN A. SWENSON SKILLS CENTER

REEDLEY ROAD EAST OF ROOSEVELT BOULEVARD
PHILADELPHIA, PA. 19114
Telephone: 876-1050

V - 4

Dr. Herbert A. Levin
Principal

February 6, 1979

Dr. Frank E. Rozman
V-TECS In-service/Diffusion Coordinator
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, Pa. 17551

Dear Frank:

I am taking this opportunity to thank you for taking the time to visit with us and speak to the faculty on Wednesday, January 31, 1979. Your presentation of the audio-visual and your own was very illuminating and interesting. I am sure that our staff gained a great deal of knowledge about V-TECS.

Thank you also for bringing down the hand-outs which explained VEIN and the V-TECS catalog.

I have instructed my staff to directly contact you if they have any questions.

Again, thank you very much for being with us on the 31st.

Sincerely,

Dr. Herbert A. Levin
Principal

rw
cc: Dr. Ruth K. Horwitz
Mr. Gerald Solomon

JEFFERSON COUNTY-DUBOIS AREA
VOCATIONAL-TECHNICAL SCHOOL

REIN. COPY OF PENNSYLVANIA 19851

HOMER HORTON - DIRECTOR

App 2 1979

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March 28, 1979

Dr. John W. Struck
State Director
Department of Education
Box 911
Harrisburg, PA 17126

Dear Jack:

I wish to express two related thoughts.

First, I was very pleased with Frank Rozman's presentation at the V-TECS workshop in Butler yesterday. He was very well organized and he followed his plan in a most professional manner.

I'm convinced that Frank is going to be successful in providing the leadership necessary to cause a vocational curriculum development movement in our state. You've picked a good man for this position. Once again you're going to cause something monumental to happen.

Second, your dad made a very real contribution to vocational education. But, your achievements have been, and continue to be, far beyond anything that could have been in his wildest dreams. I'd just like to let you know that he would have been very, very proud.

I share his pride in just knowing and being associated with you.

Respectfully,

Horton

Homer L. Horton
Director

HLH/cd

cc Dr. Robert G. Scanlon

✓ bcc Dr. Frank E. Rozman

Frank, I think
that you are doing
an excellent job.
This is a blind copy
just so that you will know
that I'm also saying so
to other's.